Participation Guidelines

for Alaska Students in State Assessments

Students identified as Limited English Proficient and Students with Disabilities

December 2014

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The Purpose of the Participation Guidelines

Regulatory Guidance for Alaska Districts

The *Participation Guidelines for Alaska Students in State Assessments* is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA), reauthorized in 2001 as the No Child Left Behind Act, requires assessment of all students, including regular education students, students with IEPs, students with Section 504 plans, and students with limited English proficiency. The *Participation Guidelines* explains the assessment options available to students and is subject to change based on revisions to the comprehensive statewide assessment system.

ESEA requires accommodations (as appropriate) for students with disabilities. Policy also includes accommodations for students with limited English proficiency (LEP). Federal and state laws require accommodations be identified in students' Individual Education Plans (IEPs), Section 504 plans, or LEP plans; test administrators must provide accommodations as documented. The *Participation Guidelines*, as adopted in 4 AAC 06.775, integrates and explains what is required, by law, of schools and districts with regard to providing instruction and assessment accommodations for these students.

Comprehensive Statewide Student Assessment System

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a statewide basis the extent to which children of the state are attaining state standards;
- Produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Alaska Measures of Progress (AMP)
2. Alaska Alternate Assessment (AK-AA)
3. Alaska Science Standards Based Assessment (SBA)
4. Early Literacy Screeners
5. National Assessment of Educational Progress (NAEP)
6. English Language Proficiency Assessment (ELP)
7. College- and Career-Ready Assessments (CCRA)
    a. WorkKeys
    b. SAT
    c. American College Test (ACT)

For detailed instructions on the use of accommodations for assessment, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at *http://education.alaska.gov/tls/assessment/accommodations.html*.

Introduction to Participation in Assessments and to Student Supports

Participation

The Alaska Comprehensive System of Student Assessment includes assessments used for a variety of instructional and accountability purposes. Participation in these assessments is required for students who meet the criteria defined by each assessment. This document provides regulatory guidance for both the Comprehensive System of Student Assessment and each assessment within that system. Districts are required to assess students who meet the participation requirements for each assessment. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student's IEP or section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do.

This document also explains the linguistic supports, or accommodations, available for each assessment for a student who is an English language learner.

Student Supports

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English language learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

Universal Tools – *Specific to the Alaska Measures of Progress (AMP) Assessment*

Universal Tools are supports or preferences that are available to **all** students taking the AMP computer-based assessment or the paper/pencil assessment. Universal Tools are available at all times and their use is based on student choice, need and preference. Universal Tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the test engine. There are also Universal Tools that are outside of the test engine, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures.

Accessibility Tools – *Specific to the AMP and Alternate Assessments*

Accessibility tools or features provide all students with a documented need the opportunity to access the content being measured in the assessment. The use of the tool does not change what is being measured. Accessibility tools are selected for the student based on the student's needs and should generally be the same for classroom instruction and for assessments. Accessibility tools are only available when a teacher or team provides them for a student. Accessibility tools are embedded in a computer-based assessment (e.g., masking tool). Refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at http://education.alaska.gov/tls/assessment/accommodations.html.

Accommodations – *Applies to all assessments*

Accommodations must be made available to students with disabilities on an IEP or 504 Plan, students with transitory impairments, and limited English proficient students as documented in student files. Accommodations are changes in

practices and procedures that provide equitable access to grade level content during instruction and assessment that do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student should generally be the same for classroom instruction and for assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing spell-check for classroom assignments is appropriate; providing spell-check on an English Language Arts subtest would change what the test items are measuring and is not allowed.

Accommodations for Students with Disabilities on an IEP or 504 Plan

It is important for educators to become familiar with state policies regarding accommodations during assessments. Because of the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to be familiar with how accommodations will be made available on computer-based assessments.

Accommodations for English Language Learners (ELLs) for Content Assessments

All students identified as Limited English Proficient (LEP) must participate in statewide academic assessments. An LEP student is an individual whose first language is not English, or a student who is an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. See Regulation 4 AAC 34.090(a)(2) for a full definition of an LEP student. For details on the process for identification of LEP students refer to the *Guidance for Limited English Proficient Student Identification, Assessment and Data Reporting* on the department website at http://education.alaska.gov/tls/assessment/elp.html.

For the purpose of this guide, the term **English language learner (ELL) refers to currently identified LEP students**, not former LEP students.

ELL students must be provided reasonable accommodations on state academic assessments, to the extent practicable. Accommodations are allowed for students who are ELLs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

The research-based ELL accommodations in Table 8 are ELL-responsive; they have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-

responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure, rather than a measure of the students' English proficiency level. For detailed instructions on the use of ELL accommodations, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at http://education.alaska.gov/tls/assessment/accommodations.html.

Teams of people (teachers, administrators, etc.) who know the educational needs of the ELL student should make decisions concerning appropriate ELL accommodations to be used during statewide content assessments. Teams should include a teacher or administrator, when available, who has specialized training or experience with limited English speaking students and instruction. Because of the close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELL students gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the ELL student's file.

Accommodations for Students with a Transitory Impairment

Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor (Americans with Disabilities Act, Amendments Act of 2008, Section 3 (3)(B)). A transitory impairment is an impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive testing accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district.

Modifications

A modification is a change in the content, format, and/or administration of a test that alters what the test is designed to measure or the comparability of scores. Modifications may be used for instruction but not for assessment. A **modification makes an assessment invalid.** The following chart provides examples of accommodations and modifications.

Accommodation	Modification (Not Allowed for Assessments)
Text-to-speech/read aloud in math or science tests	Read aloud of the passages in the English language arts test
Clarification of test directions	Clarification of test question/item

Determining if an Adaptation is a Modification or Accommodation

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accessibility tables, accommodation tables, or in Appendix A of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child. In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables and in the appendix are examples of some of the acceptable accommodations. When an adaptation for a content assessment is *not* listed in

either resource, the student's IEP team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

When evaluating an adaptation that is not included in the accommodations table, an IEP team or 504 team should answer the following questions.

First, the two threshold questions:

1. Would the adaptation help the student demonstrate proficiency by reducing the effect of the disability on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
    a. Would the adaptation give the student an unfair advantage over a student who has the same proficiency level, but who is not eligible to use the adaptation?
    b. Does any research support the conclusion that this adaption does not alter the ability of the test to measure the student's skill level? (IEP or 504 teams may consult with the department at any time.)

Next, the team should consider questions that relate to whether the test could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score the test? Before rejecting an adaptation because it changes or alters the test answer sheet, an IEP or 504 team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test proctor can transfer the student's answers to another answer sheet after the student completes the test.

If the answer to questions 3, 4, or 5, is yes, then the adaptation is a modification, and is **not** allowed on state assessments. The use of a modification on the state assessments results in an invalid score.

If the answers to questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the accommodation.

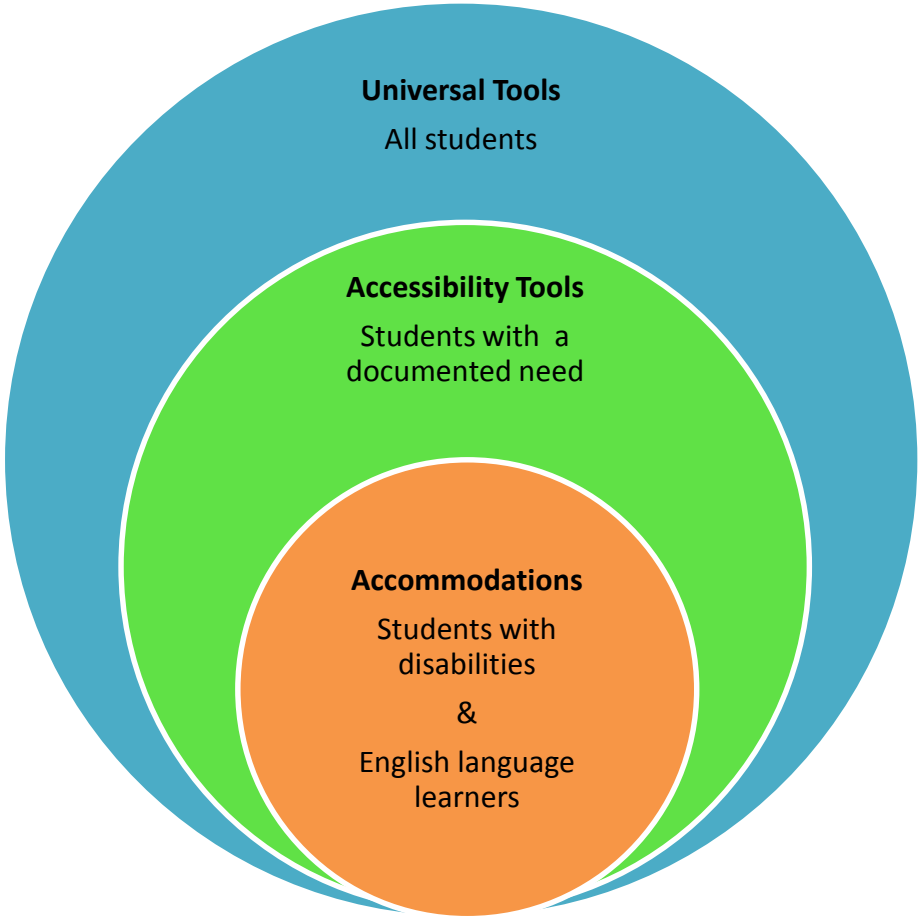
IEP or 504 teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 teams will be able to resolve issues regarding the proper use of adaptations. Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non-binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. If possible, the

district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the test.

If an IEP or 504 team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 team that the modification will make the assessment results invalid and that the test will not be scored.

The relationship between Universal Tools, Accessibility Tools, & Accommodations



Note: Modifications are not allowed for state assessments.

If used, they will invalidate the test.

Alaska Measures of Progress (AMP) Computer-Based Assessment

The Alaska Measures of Progress (AMP) assessment is designed to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards (adopted in 2012). AMP is administered to all students (except those with significant cognitive disabilities who participate in the Alternate Assessment program) in grades 3-10 in the spring.

The accessibility tools and accommodations available on the computer-based AMP and the paper/pencil AMP are largely the same. However, some differences exist and educators must refer to the specific tables for each assessment.

Student Supports for the AMP Assessment

Universal Design

The Alaska Measures of Progress is designed with the principals of Universal Design. "Universally designed assessments" are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), "fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use" (p. 81). The *Standards for Educational and Psychological Testing* also addresses this need by requiring that "all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions" (p. 74).

Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

Universal Tools, Accessibility Tools, and Accommodations

Universal Tools

Universal Tools are supports or preferences that are available to **all** students taking the AMP computer-based assessment or the paper/pencil assessment. Universal Tools are available at all times and their use is based on student choice, need, and preference. Some Universal Tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal Tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures.

Accessibility Tools

Accessibility Tools are supports that are available to **all** students with a documented need taking the Alaska Measures of Progress computer-based assessment. The documented need does **not** have to be an IEP, 504 Plan, or ELL Plan. A documented need may be existing documentation in the school, such as the additional reading support provided to a student who is reading below grade level. For further guidance on determining a student's need for an Accessibility Tool, refer to the guidance accompanying this document. The Accessibility Tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Accessibility Tools do not change score interpretation. Similarly, Accessibility Tools require no additional test security measures.

Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English language learners. Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with disabilities with an IEP or 504 plan, students with transitory impairments, and LEP students, as documented in student plans.

Activating Accessibility Tools and Accommodations Embedded in the Alaska Measures of Progress System

AMP Personal Needs and Preferences Profile (PNP)

The Alaska Measures of Progress test engine uses a PNP to control the Accessibility Tools and embedded accommodations provided to a student. Accessibility Tools and embedded accommodations, unlike Universal Tools, are only available for students to use when activated by an educator via the PNP *prior* to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will complete the PNP for students.

The PNP is completed using the information in the existing IEP, ELL Plan, 504 Plan, or student instructional plan. The educator assigned the role by the district and school for completing the PNP utilizes the Educator Portal of the AMP Assessment System to select the appropriate tools to activate for the student. The PNP is unique to each student, providing an individualized testing experience. If a student transfers schools or districts, the PNP is linked to the student's test record and "follows" the student. It can be accessed by the educators at the new school once that student is enrolled. However, the educators at the new school do not need to open the PNP again unless they want to make changes.

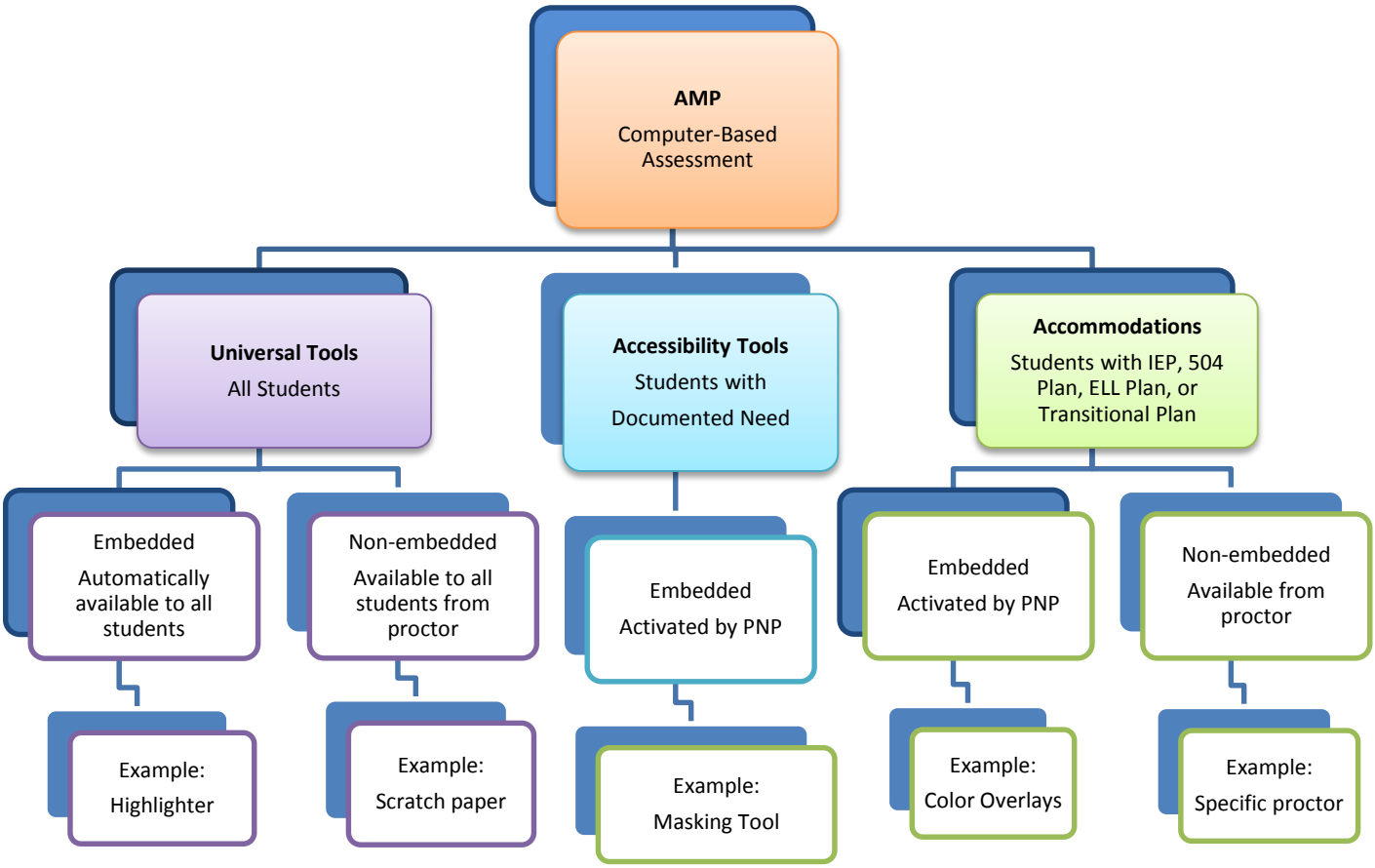
More information about the PNP can be found at http://akassessments.org/.

Embedded and Non-embedded Accessibility Tools and Accommodations

Accessibility Tools and accommodations are provided to students based on the decisions of the instructional team. Accessibility Tools and accommodations can be either embedded or non-embedded.

- **Embedded Accessibility Tools and accommodations** are those that are within the test engine. They are activated for an individual student via the Personal Needs and Preferences Profile (PNP) process.
- **Non-embedded Accessibility Tools and accommodations** are those that are outside of the technology. For example, preferential seating or use of math manipulatives.

Types of Student Supports for the Alaska Measures of Progress (AMP) Computer-Based Assessment



For detailed information on how to use these supports for students, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at http://education.alaska.gov/tls/assessment/accommodations.html.

Universal Tools for AMP Computer-Based Assessment

Table 1

Universal Tools	
Available to all students. Embedded within the testing system and/or provided by test administrator.	
UNIVERSAL TOOL	**TOOL DESCRIPTION**
Highlighter	Allows students to select text on the screen and highlight the selected text with a yellow background.
Striker	Allows students to place a line through an answer choice that is not desired.
Eraser	Removes highlighting and striker marks from screen.
Tags	Allows students to place small graphics in reading passages to mark important parts such as the main idea, supporting details, and key words.
Guide line	When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line.
Search Tool	Allows student to enter search terms. Matching words are then highlighted in orange.
Calculator	Available only for selected items. Grades 6-10.
Graphing Calculator	Allows students to graph functions. Available only for selected items. Grades 9-10.
Scientific Calculator	Available only for selected items. Grades 6-8.
Mathematical formulas	Formulas will be embedded in the test question if the skill being measured is the application of the formula. *Math reference sheets are not allowed.*
Use of whole screen magnification	Students can enlarge text on screen.
Text-to-Speech for test directions	Allows students to start, stop, or replay computer synthesized audio of the text associated with the directions.
Provided by Test Administrator:	
Use of graph paper or scratch paper	Scratch paper must be securely destroyed after assessment session.
Using a device to screen out extraneous sounds	Students may wear headphones that block sound for testing (this does not include music devices).
Clarification of technology directions	Students may request clarification of technology directions; guidance provided in Test Administration Manual.

Note: For a list of expected formulas students must know for Alaska's mathematics standards, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at http://education.alaska.gov/tls/assessment/accommodations.html.

Accessibility Tools for AMP Computer-Based Assessment

Table 2

AMP Accessibility Tools	
For students with a documented need. Activated by an educator with the Personal Needs Profile.	
ACCESSIBILITY TOOL	**TOOL DESCRIPTION**
Auditory calming	Provides relaxing, peaceful music that can play while testing. Students select music track.
Magnification - default	The PNP default for magnification can be set to x2, depending on student need. This setting enlarges all text automatically.
Masking portions of the test to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.
Text-to-Speech for **Math**: • Embedded directions • Math items • Graphics	Allows students to start, stop or replay computer audio of the text associated with the content on the screen for math. **Not for ELA items.**

For guidance on the use of accessibility tools and determining documented need refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at http://education.alaska.gov/tls/assessment/accommodations.html.

Accommodations for AMP Computer-Based Assessment

The accommodations in Table 3 are embedded within the computer-based assessment and activated by an educator in the Personal Needs Profile.

Table 3

Accommodations	
For students with disabilities, as documented in an IEP or 504 Plan. Embedded in the computer-based assessment; activated by an educator with the Personal Needs Profile.	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION**
Text-to-Speech for English language arts items. • Embedded directions • Items (questions only, not passages) • Answer choices	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. **Does not read the passages associated with the items**. **Note: only available to students with a documented reading disability who regularly receive read aloud as part of a successful instructional strategy. Documentation of the successful use of this strategy in both instruction and assessment is required to be maintained locally.**
Using Braille edition provided by test contractor	The test engine is designed to interface with assistive technology such as Braille Writers
One- and two-switch scanning	An assistive technology device used to respond to test questions.

Common instructional supports not allowed as accommodations for the AMP assessments:
Mathematics reference sheets
Calculators on all sections of the test
Reading aloud the reading passages
Spell-check

Accommodations for AMP Computer-Based Assessment

The accommodations table in this section are provided by the test proctor or administrator. This is **not** an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Additional accommodations are listed in Appendix A of this document.

Table 4

Accommodations	
For students with disabilities, as documented in an IEP or 504 Plan. Not embedded in the computer-based assessment; provided by Test Administrator.	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION OR USE**
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location. **Note: Many accommodations that require a small group or individually administered assessment when using a paper/pencil assessment may be provided successfully in the standard testing group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student's needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for testing.**
Using a specific test proctor	For students who need a familiar test proctor or test administrator.
Clarification of embedded test directions: • student requests clarification • student restates directions	Test administrator or proctor provides accommodation; separate location for testing recommended if disruptive to others.
Allowing alternative responses: • oral response • signing • pointing • recorded response	Scribe will enter student responses verbatim into the test engine.
Use of math manipulatives	Student use of physical objects for math items. See *Handbook for the Participation Guidelines* for list of allowable and non-allowable.
Signing to student: • directions • embedded directions • math items • ELA questions & answer choices	Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. **Reading passages may not be signed to the student. This invalidates the assessment.**
Use of adaptive devices, equipment and furniture.	Some adaptive devices may require individual test administration as well as a scribe to type responses verbatim into the test engine.

Alaska Measures of Progress (AMP) Paper/Pencil Test Administration

AMP paper/pencil test administration is available for districts that demonstrate a lack of technological capacity required to participate in the computer-based assessment. Schools must have an approved Waiver from Computer-based Administration of AMP to administer the paper/pencil assessment. Additionally, a paper/pencil assessment may be chosen for a student by an IEP team as an accommodation if the student's disability prevents the successful use of a device.

The accommodations table in this section is not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Additional accommodations are listed in Appendix A of this document.

Universal Tools for AMP Paper/Pencil Test Administration

Table 5

Universal Tools	
Available to all students. Provided by Test Administrator.	
UNIVERSAL TOOL	**TOOL DESCRIPTIONS**
Highlighter	Students may use a highlighter to highlight desired test items or selections; **if a highlighter is used in student test booklet, answers may need to be transcribed into a clean test booklet in order to be properly scored.**
Use of visual magnification	Students may use devices that magnify text such as a magnifying glass.
Use of graph paper or scratch paper	Scratch or graph paper must be securely destroyed after assessment session.
Masking portions of the test to direct attention to uncovered items	Students may use blank paper or other unmarked device to mask portions of the test to help them focus on one item at a time.
Using place markers to assist student in tracking test items	Students may use a device, such as an unmarked ruler, to help track test items.
Securing papers to work area with tape or magnets	Students may use devices to secure papers to work area; care must be taken to not damage the paper for scanning and scoring.
Using headphones to screen out extraneous sounds	Students may wear noise blocking headphones for testing (this does **not** include music devices).
Calculator	Available only for selected sections of test; see Test Administration Manual for further information.

Note: Accessibility Tools are not available for the AMP Paper/Pencil test administration because they are specific to the computer-based assessment.

Accommodations for AMP Paper/Pencil Test Administration

Table 6

Accommodations	
For students with disabilities, as documented in an IEP or 504 Plan. Provided by Test Administrator.	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION OR USE**
Administering the test individually or in a small group in a separate location	Students who need individual or group test administration should take the test in a separate location.
Using a specific test proctor	For students who need a familiar test proctor or test administrator.
Frequent breaks or additional time	For students who need frequent breaks.
Reading, and re-reading, if requested, directions and embedded directions	Individual or small group test administration; reading done by test administrator.
Clarification of test directions: • student requests clarification • student restates directions	Test administrator or proctor can provide clarification of test directions (this does not apply to test questions or answer choices).
Signing to student: • directions • embedded directions • math items • **ELA questions and answer choices**	Interpreters must sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. **Signing of reading passages would be a modification and is not allowed.**
Use Braille edition provided by test contractor	The test contractor will provide a paper Braille test by special order.
Use of large print form	The test contractor will provide a Large Print form by special order.
Use of adaptive devices, equipment or furniture	Some adaptive devices may require a scribe to transcribe student responses verbatim into the test booklet.
Audio CD or read aloud for math or ELA test questions and answer choices.	Use of test contractor audio CD required unless the student's IEP requires "read aloud" by proctor. Includes test questions and answer choices. **Reading of reading passages is not allowed.**
Allowing alternative responses: • oral response • signing • pointing • recorded response • use of word processor	A scribe may type student responses verbatim into the test engine or test booklet. Use of a word processor must have other programs disabled and spelling, grammar check and other features turned off.
Allow student to mark in test booklet	Student may strike out unwanted choices, make notes etc. A scribe may be needed to transcribe answers verbatim into a clean test booklet.
Use of math manipulatives	Students may use physical objects for math items as defined in guidance.
Use of a special pen or non-#2 pencil	This requires a scribe to transcribe responses verbatim into test booklet.

Accommodations	
For students with disabilities, as documented in an IEP or 504 Plan. Provided by Test Administrator.	
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.
Provide detailed monitoring to ensure student marks responses in correct answer area.	Proctor or test administrator monitors student responses – individually or in small group.
Provide student with additional room for writing responses	This may require a scribe to transcribe responses verbatim into test booklet.
Use of graphic organizers	Student can use items such as basic flow charts and story webs that do not contain text.

Student Supports for ELLs for Content Assessments

All students identified as LEP must participate in statewide academic assessments. For the purposes of this document, the term **English language learner (ELL) refers to currently identified LEP students**, not former LEP students. The Accessibility Tools listed below in Table 7 are allowed for AMP Computer-Based and Paper/Pencil test and the Alaska Science test.

The research-based LEP accommodations in Table 7 are ELL-responsive, i.e., have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students' English proficiency level.

ELLs may also use the Universal and Accessibility tools available as documented in their student files**. The accommodations listed below are the only allowable accommodations for ELLs for content assessments.**

Accessibility Tools for ELLs for Content Assessments

Table 7

Accessibility Tools for ELLs		
Linguistic support for English Language Learners. Documented in the LEP student file.		
ACCESSIBILITY TOOL	**AMP Computer-Based Assessment. Requires educator to activate using the Personal Needs Profile.**	**Paper/Pencil Assessments ELA/Math & Science**
Text-to-Speech for computer-based AMP **math test**. • Questions • Answer choices • Directions • Embedded directions	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. **Not allowed:** • **AMP ELA test** • **Read aloud by proctor**	
Audio CD for paper/pencil AMP **math test**. • Questions • Answer choices • Directions • Embedded directions		Use of test contractor audio CD required. 'Read aloud by proctor' or test administrator is considered an accommodation. **CD not allowed for AMP ELA test.**
Masking portions of the test to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.	Students can use blank paper or unmarked plastic masking tools to manually limit the amount of visible text.

Accommodations for ELLs for Content Assessments

Table 8

Accommodations for ELLs	
Documented in the LEP student file.	
ACCOMMODATION	**Computer-Based AMP Assessment and/or Paper/Pencil AMP Assessment, and/or Alaska Science Assessment**
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location. **Note: Many accommodations that require a small group or individually administered assessment when using a paper/pencil assessment may be provided successfully in the standard testing group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student's needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for testing.**
Using a specific test proctor	For students who need a familiar test proctor or test administrator.
In English or the native language provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the Test Administration Manual.
In English or the native language**,** read aloud and/or repeat written and/or oral test directions, including embedded directions	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.
Clarification of test directions in English or the native language: • student requests clarification • student restates directions	Clarification should not provide additional directions or examples.
Provide a commercial word-to-word bilingual dictionary	Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed.
Provide the native language word for an unknown word in a test item when requested by student	Translation should not include additional words, ideas or examples. **Not allowed for reading passages.**
Allow the student to respond orally to **constructed response** items in English for math, and/or science items.	Requires a scribe to transcribe verbatim into the test engine or test booklet. **Not allowed for English language arts items.**

Note: ELL students with disabilities may be given ELL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.

Text-to-Speech and Read Aloud for ELLs for Content Assessments
AMP ELA/Math and Science SBA Assessments

Accommodations for ELLs	
Documented in the LEP student file.	
ACCOMMODATION	**Description**
Computer-Based AMP	
Text-to-Speech for **AMP English language arts test**. • Questions • Answer choices • Embedded directions	Allows students to start, stop, or replay computer audio of the text associated with some of the content on the screen. **Does not read the passages associated with the items.**
Text-to-Speech for **AMP math test.** • Questions • Answer choices • Embedded directions	Allows students to start, stop, or replay computer audio of the text associated with some of the content on the screen.
Paper/Pencil AMP	
Read Aloud or audio CD for **AMP English language arts test.** • Questions • Answer choices • Embedded directions	Use of test contractor audio CD required unless specified 'read aloud' by proctor or test administrator as justified in ELL Plan. Read aloud only test questions and answer choices. **Reading of passages would be a modification and is not allowed.**
Read Aloud for **AMP math test**. • Questions • Answer choices • Embedded directions	Read aloud by proctor or test administrator must be justified in ELL Plan because of the risk of non-standardized administration of the test.
Science SBA	
Read Aloud or audio CD for **Science SBA**. • Questions • Answer choices • Embedded directions	Use of test contractor audio CD required unless specified 'read aloud' by proctor or test administrator as justified in ELL Plan.

Alaska Science Standards Based Assessment (SBA)

The Alaska Science Standards Based Assessment (SBA) is administered to all students in grades 4, 8, and 10. It assesses the Alaska Science Standards and Grade Level Expectations. The Science SBA administered in 2015 will be a paper/pencil assessment. Alaska will transition to a computer-based science assessment to be administered in spring 2016.

The accommodations for students with disabilities for the Science SBA are different than the English Language Arts and Mathematics content assessments. The accommodations allowed for this paper/pencil test must remain consistent with those allowed from the first administration of the assessment.

The accommodations table in this section is not an exhaustive list of the allowable accommodations for students with disabilities for the Science SBA. Additional accommodations are listed in Appendix A of this document.

Accommodations for Alaska Science SBA

Table 9a

Accommodations for Students with Disabilities	
Timing/Scheduling. Documented in the IEP or 504 Plan.	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION OR USE**
Allowing frequent breaks during testing.	Student may take supervised, additional breaks. Caution should be taken that student does not disrupt other testers.
Allowing additional time	The Science SBA is an untimed test; a student with an IEP or 504 accommodation can take additional days, within the window, to complete the assessment.
Administering test at a time of the day most beneficial to the student	Students are required to take the Science SBA on the same day at the same time due to test security; if a student takes the assessment at a different time/day care should be taken to ensure that security of the test is maintained.

Table 9b

Accommodations for Students with Disabilities	
Setting. Documented in the IEP or 504 Plan.	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION OR USE**
Administering the test individually or in a small group in a separate location	Students who need individual or group test administration should take the test in a separate location.
Providing special lighting, furniture, or acoustics	Students with physical disabilities may need specific adjustments to their environment.
Preferential seating	Student may need close proximity seating to teacher for additional support.

Table 9c

Accommodations for Students with Disabilities	
Presentation. Documented in the IEP or 504 Plan.	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION OR USE**
Using the Braille edition or large type edition	Provided by the test contractor.
Reading aloud and, if requested, re-reading the test directions (including embedded directions) and/or questions and answer choices	Test must be administered in one-one setting or in small group. Test administrator must read the directions, questions, and answer choices verbatim. Cueing, emphasis, and pausing is not allowed.
Clarification of test directions: • student requests clarification • student restates directions	Clarification must not provide additional directions, examples or cueing students.
Signing directions to the student	Interpreters must sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures.
Providing highlighted words in the directions	Caution: highlights on the answer sheet make the assessment unscorable.
Writing helpful verbs on the board or a piece of paper	Verbs must be written verbatim; no additional explanation or examples are allowed, including drawing pictures.
Use of a checklist to remind student of tasks to be completed	Students with organizational or processing challenges may need this accommodation.

To determine whether an adaptation not found in this table or in Appendix A is an accommodation or modification, refer to the procedure outlined in the *Introduction to Participation in Assessments and Student Supports* section of this document.

ELL students with disabilities may be given ELL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.

Alaska Alternate Assessment (AK-AA)

Overview of the Alaska Alternate Assessment for Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004). All students must participate in statewide assessments in compliance with the Elementary and Secondary Education Act (ESEA). If students meet the eligibility criteria, they will take an alternate assessment. It is expected that only a small number (less than two percent) of all students will participate in an alternate assessment.

Alternate Assessments are designed for students with the most significant cognitive disabilities. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is determined to be high expectations for these students.

Students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means that the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students both in and out of the classroom and across life domains, not just in academic domains. The alternate assessment is designed for students with these significant instruction and support needs.

Students taking the Alaska Alternate Assessment are not eligible to receive a high school diploma but may be awarded a Certificate of Completion. The Alaska Alternate Assessment assesses students with significant cognitive disabilities in grades 3 through 10 in English language arts and mathematics. Students in grades 4, 8, and 10 will also take the science alternate assessment. After grade 10, there are no required assessments for students who have been eligible for the Alternate Assessment. Students with significant cognitive disabilities in grade 11 or 12 may take a college- or career-readiness assessment if the Individualized Education Program (IEP) team determines it supports the transitional plan of the IEP. A student who takes the Alternate Assessment and participates in the WorkKeys assessment is not eligible for a high school diploma.

Content Standards and Achievement Standards

The Alaska Alternate Assessment is based on content standards called the *Alaska-Dynamic Learning Maps (DLM) Essential Elements,* which are aligned to the *Alaska Standards* but reduced in complexity, breadth, and depth. Students taking the alternate assessment are primarily being instructed using the Essential Elements in English language arts and mathematics. The Essential Elements are located on the department website at http://education.alaska.gov/tls/assessment/alternateEE.html. The science alternate assessment will continue to be based on the *Extended Grade Level Expectations*, http://education.alaska.gov/tls/assessment/alternate.html.

The alternate achievement standards are proficiency scores and proficiency level descriptors that are different from the achievement standards for the general education assessment. The proficiency levels (cut scores and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities and are reduced in depth, breadth, and complexity.

Administering the Alaska Alternate Assessments

District personnel must be trained and qualified in order to administer the Alternate Assessment. Districts are encouraged to have a lead Alternate Assessment Mentor prepared to train test administrators or assessors. Contact the Alternate Assessment Program Manager for information on the Alternate Assessment Mentor program.

Determining Student Eligibility for the Alaska Alternate Assessment

Eligibility for the Alaska Alternate Assessment is a decision made by the IEP team members on an annual basis during the IEP meeting. The IEP team will use the "Alternate Assessment Participation Criteria Checklist" found in this section and on the EED Alternate Assessment website to make the determination. Decisions made by the IEP team are reflected in the student's IEP and kept in the student's special education file. Parents must be informed when their child's instruction will be based on Essential Elements and their achievement will be based on alternate achievement standards.

Documenting the Decision in the Individualized Education Program (IEP)

The IEP form found in the *Special Education Handbook* includes a page for selecting state and district-wide assessments. The section for students taking the Alaska Alternate Assessment must be completed and filed in the student's special education file. This section includes the following information:

1. A statement that the Alaska Alternate Assessment is based on alternate achievement standards, and therefore, does not lead to a high school diploma.

2. Parents/guardians must be informed when their child's achievement will be based on alternate achievement standards that will lead to a Certificate of Completion and not a high school diploma. A parent's (guardian's) signature section is included on the IEP to acknowledge that her/she has been notified that the student is taking the Alternate Assessment for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification may be sent by the district.

3. A statement in the IEP by the team describing why the Alaska Measures of Progress (AMP) assessment **is not appropriate**. The team must refer to the student's Evaluation Summary and Eligibility Report (ESER), the Present Levels of Academic Achievement and Functional Performance (PLAAFP), and the "Alternate Assessment Participation Criteria Checklist" to provide evidence that support the decision.

4. A statement in the IEP by the team describing why the Alaska Alternate Assessment **is appropriate** based on the participation criteria. The team must refer to the student's ESER, the PLAAFP, and the "Alternate Assessment Participation Criteria Checklist" to provide evidence that supports the decision.

5. The "Alternate Assessment Participation Criteria Checklist" must be reviewed and included in the IEP annually. The "Alternate Assessment Participation Criteria Checklist" is available on the Department of Education and Early Development's Alternate Assessment website at http://education.alaska.gov/tls/assessment/alternate.html.

6. If a student meets the eligibility criteria for alternate assessment, the student will take the alternate assessments in all content areas.

Alaska Alternate Assessment Participation Criteria Checklist

Students with Significant Cognitive Disabilities

Participation in the Alaska Alternate Assessment requires a yes answer to each of the following questions. Students eligible for Alternate Assessment must take the Alternate in all the content areas: English Language Arts, Mathematics, and Science.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. **Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.*	Yes / No
2. The student is primarily being instructed (or taught) using the AK-DLM Essential Elements as content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level AK-DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

The following are not allowable (or acceptable) considerations for determining participation in the Alaska Alternate Assessment:

1. A disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic difference.
4. Expected poor performance on the general education assessment.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. ELL status.
9. Low reading level/achievement level.
10. Anticipated student's disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., assistive technology) to participate in assessment process.

Student Supports for the Alaska Alternate Assessment

Accommodations and Assistive Technology

Students taking alternate assessments may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Originally the entire Accessibility Manual was to be included in the *Handbook for the Participation Guidelines*. Because of potential changes to various DLM and AMP manual, we decided to not include it there. Refer to the *Accessibility Manual for the Dynamic Learning Maps Alternate Assessment* located at http://dynamiclearningmaps.org/alaska.

Accessibility Provided by the Computer-Based Assessment System

Accessibility to the English language arts and mathematics assessments is provided via the Personal Learning Profile (PLP) and technology. The PLP consists of two sources of information: the Personal Needs and Preferences (PNP) Profile and the First Contact survey. This information is needed prior to testing so that the system knows how to customize each student's experience and can determine which test form from the most appropriate linkage level to deliver.

The PNP is used to select the appropriate accessibility features and supports within the system, and thus to tailor each student's experience based on individual needs. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the test engine, which is the platform used to administer the English language arts and mathematics alternate assessments. The PNP is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP is linked to the student's record and can be accessed by the educators at the new school.

The First Contact survey is completed prior to assessment administration and is used to determine the initial placement of the student into the assessment. Instructions on how to fill out the First Contact survey are located in the *Test Administrators' Manual*.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine system.

The terms used distinguish between the accessibility features and supports that can be utilized by selecting online features via the PNP, those that will need additional tools or materials, and those that can be selected outside of the system. Table 10 (Table 1 in the *Accessibility Manual*) shows which features fall under which category of supports, and each feature and support is described in the following section. Accommodations should be documented in the IEP.

Support Categories

Category 1: *Supports provided within DLM via the PNP profile*

Online supports include magnification, invert color choice, color contrast, and overlay color, and read aloud. Descriptions about how to select supports provided by the PNP are found in **Step 4** of the six-step DLM accessibility customization process, which is in the *Accessibility Manual*.

Educators are advised to test the following options in advance to make sure they are compatible and provide the best access for students:

- *Magnification* – Magnification allows educators to choose the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22. Scrolling may be required when the level of magnification is increased and the entire item can no longer been seen on the screen. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen.
- *Invert color choice* – When Invert Color Choice is activated, the background is black and the font is white; images display with a white background in both ELA and mathematics.
- *Color contrast* – The Color Contrast allows educators to choose from several background and lettering color schemes.
- *Overlay color* – The Overlay Color is the background color of the test. The default color is white; educators may select the alternate colors blue, green, pink, gray, and yellow.
- *Read aloud with highlighting* – Text to Speech (TTS) is read from left to right and top to bottom. There are four preferences for TTS: text only, text and graphics, graphics only, and nonvisual (this preference also describes page layout for students who are blind).

If test administrators decide to adjust the PNP-driven accessibility features during the assessment, they can select **Exit Does Not Save** during the assessment, log out of KITE, change the PNP features in Educator Portal, and log back into KITE. More information about KITE and Educator Portal is provided in the Test Administration Manual.

Category 2: Supports requiring additional tools or materials

These supports include Braille, switch system preferences, iPad administration, and use of special equipment and materials. These supports typically require prior planning and setup. These supports are all recorded in the PNP even though two-switch system is the only option actually activated by PNP.

- *Uncontracted Braille* – This support will be available for the spring assessment in 2015. Because the testlets are determined dynamically, fixed form Braille versions are not possible.
- *Single-switch system* – Single-switch scanning is activated using a switch set up to emulate the "Enter" key on the keyboard. In PNP, educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
- *Two-switch system* – Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the "Tab" key to move between choices, and the other switch set up to emulate the "Enter" key to select the choice when highlighted.
- *Administration via iPad* – Students are able to take the assessment via an iPad. Other tablet options are not available at this time.
- *Adaptive equipment used by student* – Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible (e.g., keyboard, mouse, touchpads).
- *Individualized manipulatives* – Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).

Category 3: Supports provided outside the DLM system

These supports require actions by the test administrator, such as reading the test, signing or translating, and assisting the student with entering responses. These supports are recorded in the PNP even though they are delivered by the test administrator:

- *Human read aloud* – If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.
- *Sign interpretation of text* – Sign is not provided via the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or personalized sign systems.
- *Language translation of text* – For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer.
- *Test administrator enter responses for student*– If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
- *Partner-assisted scanning (PAS)* – PAS is a strategy in which test administrators assist students with scanning, or going through, students' answer choices. Students make indications when their desired choices are presented.

Timing and setting options are not defined in the DLM system because there are no timed or group tests, so any flexibility the student needs is permissible. For example, the student may take as many breaks as needed throughout the assessment. The system can sit inactive for up to 28 minutes before automatically logging out. If additional time is needed, the student will need to be logged back into the system.

Supports Not Available in DLM

IEP teams may be accustomed to seeing longer lists of supports than are provided in DLM, especially when they consider accommodations that students with disabilities may need for the general education assessments. Because students participating in DLM also have significant cognitive disabilities, many of these accommodations are not appropriate for DLM:

- Sign language using human or avatar videos on screen is not provided. Fewer than 2,000 students who participate in DLM use ASL; many students who sign use Exact English or personalized sign systems.
- Tactile graphics are too complex and abstract for most blind students with significant cognitive disabilities. Instead, DLM incorporates the use of objects for concrete representations of content.

Decisions about supports not available in DLM alternate assessments were made using results from more than 50,000 First Contact survey responses, feedback from national experts on sensory impairments who also have expertise in this population of students, and lessons learned from test administration observation studies.

Accessibility Features and Supports for the Alaska Alternate Assessment

Table 10
(Table 1 in *Accessibility Manual* for the Alternate Assessment)

Accessibility Feature*	Supports Provided Within DLM Via PNP	Supports Requiring Additional Tools/Materials	Supports Provided Outside the DLM System
Category 1			
Magnification	X		
Invert color choice	X		
Color contrast	X		
Color overlay	X		
Read aloud with highlighting – Text to Speech (TTS)			
• Text only	X		
• Text & graphics	X		
• Graphics only	X		
• Nonvisual	X		
Category 2			
Uncontracted Braille		X	
Single-switch system/PNP enabled		X	
Two-switch system		X	
Administration via iPad		X	
Adaptive equipment used by student		X	
Individualized manipulatives		X	
Category 3			
Human read aloud			X
Sign interpretation of text			X
Language translation of text			X
Test administrator enter responses for student			X
Partner-assisted scanning (PAS)			X

** Accessibility features and supports used for writing assessments will be added later.*

Note: These supports are described for the DLM system as of spring 2014. As new features are added, updated versions of this manual will include additional descriptions and procedures.

Common Allowable Supports for the Alaska Alternate Assessment

Table 11

Student Need	Allowable Support
The student has limited experience with interacting directly with the computer; and/or experience interacting with devices that assist interacting with the computer; and/or motor skills for interacting with the computer.	The test administrator may navigate the screens. The student may indicate answer choices to the educator and the educator may enter the responses on behalf of the student. The test administrator may only repeat the question as written until the student makes a choice.
The student is blind and typically reads Braille.	Until Braille forms become available, the test administrator may read aloud using the feature available in the test engine (synthetic) or human read aloud. The test administrator may use objects in place of graphics. Descriptions of graphics may be provided through synthetic read aloud or human read aloud using scripted descriptions. Once Braille forms become available, further instructions will be provided on how to access those forms.
The student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides.	The test administrator may use an interactive whiteboard or projector, or a magnification device that works with the computer screen. For familiar texts in ELA assessments, the test administrator may retrieve the texts from the DLM bookshelf in the Tar Heel Readers library and print the texts in the size the student needs.
The student uses sign language to communicate and has limited proficiency in reading text.	The test administrator may sign the text, spelling unfamiliar words and adapting or interpreting the language as needed based on the signs the student is familiar with.
The student has uses eye gaze to communicate.	The test administrator may represent the answer options in an alternate format or layout and enter the student's response.
The student needs special equipment for positioning (e.g., slant board) or non- computerized materials (e.g., Velcro objects on a board) to respond to questions.	The test administrator may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen, but the educator may navigate and enter answers the student has demonstrated outside the system.
The student uses graphic organizers, manipulatives, or other tools to complete academic work.	The test administrator may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen, but the educator may navigate and enter answers the student has demonstrated outside the system.

Table 12

Allowable Accommodations for Standard Test Items			
Accommodation	**Grade 4**	**Grade 8**	**Grade 10**
Enlarging the pictures for a student with limited vision	✓	✓	✓
Providing colored pictures or photographs	✓	✓	✓
Providing real objects from the classroom	✓	✓	✓
Allowing student to use assistive devices/supports	✓	✓	✓
Prompting after a delay with no response	✓	✓	✓

Table 12a

Allowable Accommodations for Expanded Levels of Support Items	
Support Level/Score	**Support Uses or Descriptions**
1	Assessor uses full physical contact to elicit student response.
2	Assessor uses partial physical contact to elicit student response.
3	Assessor uses visual, verbal, and/or gestural prompts to elicit student response.
4	Student independently responds; no contact and no prompting required.

Early Literacy Screener

Alaska statute AS 14.07.020(b) and regulation 4 AAC 06.710, require the use of literacy screening assessments in the early grades to ensure that all students are gaining the fundamental reading skills that are essential for building strong literacy skills through graduation. Screening helps to identify or predict students who may be a risk for poor learning outcomes before students fall significantly behind and remediation is needed. These brief, skill specific assessments provide teachers with the information they need to provide targeted instruction to students.
Students with special needs must also participate in the early literacy screening. The test administration guidelines will have specific guidance about accommodations for students with disabilities.

Districts are to administer an approved early literacy screening assessment to all students in these grades:

- Kindergarten
- First grade
- Second grade
- Third grade students identified as experiencing delays in attaining early literacy skills during the second grade.

Literacy screeners are designed to screen students' literacy skills in the fall, winter, and spring. The regulation requires that the screening assessment be given at least once annually between April 1 and May 30. Screening data must be submitted to the Department no later than July 15. The Early Literacy Screening may be administered by the classroom teacher, a specialist, or a team of teachers who assess all students.

The screener must do the following:

- accurately identify students experiencing delays in attaining early literacy skills;
- be individually administered; and
- have an administration format that permits testing not less than three times per school year.

There are two options for screeners from which to choose. For the current list of approved screeners and FAQs go to http://education.alaska.gov/akassessments/earlyliteracyscreener_faq.pdf

1. **Option A** includes AIMSweb, easyCBM, DIBELS, and Star. These tools have the following characteristics:
    a. Measures the early literacy sub-skills of letter sound fluency, phoneme segmentation fluency and oral reading fluency;
    b. Are individually administered; and
    c. Yield data that includes the number of words read correctly in one minute.

2. **Option B** is NWEA MAP. This tool has the following characteristics:
    a. Measures the literacy sub-skills of phonological awareness, phonics, concepts of print, vocabulary, word structure, and writing;
    b. Permits data to be reported in Rasch units.

Screeners other than those listed on EED's website may not be used for this assessment; however, districts are not restricted to the use of one screening tool. This current list of screening assessments has been evaluated by the Center on Response to Intervention as moderate-to-strong for validity and reliability. The Center's evaluation of these screening tools can be found at http://www.rti4success.org/resources/tools-charts/screening-tools-chart.

Districts are required to share the screening data with parents not less than once annually for all tested students. For students experiencing delays, data should be shared not less than twice annually.

Note: Refer to the individual literacy screener test administration manuals for allowable accommodations.

English Language Proficiency (ELP) Assessment

Students in grades Kindergarten through 12 who have been formally identified as limited English proficient (LEP) students must be assessed annually to monitor their progress in acquiring academic English. Alaska's secure large-scale English language proficiency (ELP) assessment is based on the WIDA* English Language Proficiency Standards, 2007. It is a tool used to assess the proficiency levels of LEP students' receptive and productive skills in English in the areas of Listening, Speaking, Reading and Writing. The English language proficiency assessment focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. Assessment administration information is available at http://wida.us/assessment/ACCESS/.

For the purposes of this guide, the term **English language learner (ELL) refers to currently identified LEP students**, not former LEP students.

In general, accommodations for ELLs for the ELP assessment are not allowed. However, ELLs with disabilities may receive some accommodations. Allowable accommodations for ELLs with disabilities are as listed in Table 13.

Accommodations are appropriate when the standard test presentation, timing or response format prevents a student from accessing or responding to the test items because of physical, emotional, cognitive, or learning disabilities, thus denying the student the opportunity to demonstrate what he or she can do in English as measured by the ELP assessment. Accommodations decisions should be made by the IEP or 504 team and documented within the student specific plans.

Note: the accommodations recommended here are NOT appropriate for ELLs with significant cognitive disabilities. Students with significant cognitive disabilities who cannot participate fully in the regular ELP assessment, with or without accommodations, may be eligible to take the Alternate ELP assessment if they meet the required criteria. Assessment administration information is available at http://www.wida.us/assessment/alternateaccess.aspx.

Accommodations for ELLs with Disabilities for the ELP Assessment

Table 13

Applies to the regular ELP and Alternate ELP Assessments

Accommodation FOR ELLs WITH DISABILITIES				
Test Directions	**Listening**	**Reading**	**Writing**	**Speaking**
Test "directions" refers to all text in the Test Administrator's Script that is provided to explain logistics of the test, including all practice items. Directions include what is scripted in the Test Administrator's Script. For Speaking, the directions end just before the test administrator reads "Part A," and for Listening, the directions end just before the test administrator presses Play.				
Translation of directions into native language	Yes	Yes	Yes	Yes
Signing directions to students	Yes	Yes	Yes	Yes
Explanation of directions in English and/or native language	Yes	Yes	Yes	Yes
Repeating directions	Yes	Yes	Yes	Yes
Use of directions that have been marked by teacher in the *Student Response Booklet*	Yes	Yes	Yes	N/A

Accommodation FOR ELLs WITH DISABILITIES				
Presentation Format	**Listening**	**Reading**	**Writing**	**Speaking**
"Test" refers to test items (including introductory text and graphic support), but not scripted test directions (previously defined)				
Translation of test into native language	No	No	No	No
Translation of test into sign language	No	No	No	No
Oral reading of test in English	No	No	Yes	No
Oral reading of test items in native language	No	No	No	No
Use of bilingual dictionary	No	No	No	No
Use of highlighters (yellow only) by student, in test booklet text only; must not be used in answer area	Yes	Yes	Yes	N/A
Use of marker to maintain place	Yes	Yes	Yes	N/A
Large print (Student responses must be transcribed into a standard test booklet)	Yes	Yes	Yes	Yes
Low vision aids or magnification device	Yes	Yes	Yes	Yes
Audio amplification device or noise buffer	Yes	Yes	Yes	Yes
Student reads questions or responses aloud to self	Yes	Yes	Yes	N/A
Student reads questions or responses aloud and records with tape recorder	No	Yes	No	No

Setting Format	**Listening**	**Reading**	**Writing**	**Speaking**
Test may be administered…				
By trained school personnel in non-school setting (e.g., home or hospital)	Yes	Yes	Yes	Yes
With preferential seating	Yes	Yes	Yes	Yes
In study carrel	Yes	Yes	Yes	Yes
In space with special lighting	Yes	Yes	Yes	Yes
In space with special acoustics	Yes	Yes	Yes	Yes
With special furniture for student	Yes	Yes	Yes	Yes
With equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board, or wedge)	Yes	Yes	Yes	Yes
Timing/Schedule	**Listening**	**Reading**	**Writing**	**Speaking**
Flexibility with timing of test is permitted for students who require extra time or have limited attention spans as documented in their IEPs.				
More breaks as needed by student	Yes	Yes	Yes	Yes
Short-segment testing (refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme)	Yes	Yes	Yes	Yes
Extended testing time within same school day	Yes	Yes	Yes	Yes
Extended testing sessions over multiple days	Yes	Yes	Yes	No

Accommodation FOR ELLs WITH DISABILITIES				
Response Format	**Listening**	**Reading**	**Writing**	**Speaking**
Certain devices or practices may be used to facilitate testing for students who have difficulty with bubbling or writing in the correct area of the test booklet.				
Braille writers	N/A	N/A	No	N/A
Computer, word processor, or similar assistive device (spell check, grammar check, and dictionary/thesaurus must be turned off)	N/A	N/A	Yes	N/A
Tape recorders for recording student responses	N/A	N/A	No	No
Scribes: all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks	Yes	Yes	Yes	No
Responses in native language	No	No	No	No
Answers are given orally or by pointing	Yes	Yes	No	N/A

Other Test Administration Considerations for all Students	Listening	Reading	Writing	Speaking
Certain practices can reduce testing anxiety for students. For example, test administrators may…				
Be school personnel familiar to student	Yes	Yes	Yes	Yes
Be special education personnel	Yes	Yes	Yes	Yes
Administer the test in a separate room	Yes	Yes	Yes	Yes
Administer the test in a small group	Yes	Yes	Yes	No
Administer the test to students individually	Yes	Yes	Yes	N/A
Provide verbal praise or tangible reinforcement to increase motivation	Yes	Yes	Yes	Yes
Administer practice test or examples before the administration date of the assessment	Yes	Yes	Yes	Yes

Other Accommodations NOT RECOMMENDED	Listening	Reading	Writing	Speaking
Braille edition of assessment	Possible	Yes	Yes	Possible
Signing questions or answers	No	No	No	No

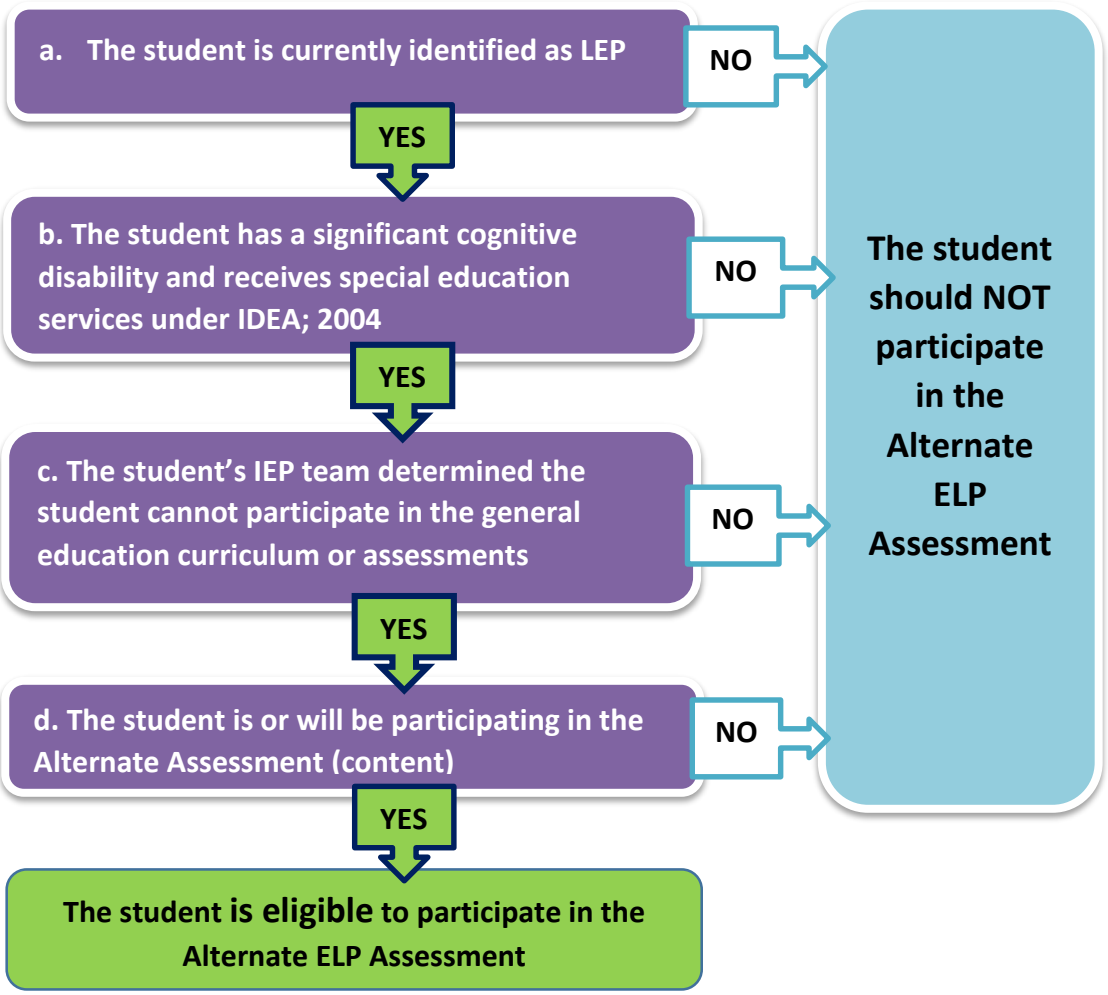
This list of accommodations can also be found in the ELP *Test Administration Manual* at http://www.wida.us/assessment/ACCESS/.

Alternate English Language Proficiency (ELP) Assessment

The Alternate ELP assessment is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are formally identified as Limited English Proficient (LEP) and have significant cognitive disabilities that prevent their meaningful participation in the regular English language proficiency assessment. (An Alternate ELP assessment is not available for kindergarten.) The No Child Left Behind Act (NCLB; 2001) requires that all students identified as LEP be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP).

Each test form in the Alternate ELP test assesses the four language domains of Listening, Speaking, Reading, and Writing. Test forms are divided into the following grade-level clusters: 1 – 2, 3 – 5, 6 – 8, and 9 – 12.

If any response to the criteria below is "No" or "Disagree", the student **must** participate in the regular ELP assessment with or without accommodations.



The following Participation Criteria Checklist should be a part of the decision making process for students who may be eligible to take the Alternate ELP assessment.

Alternate ELP Assessment Participation Criteria Checklist

Yes/No	Alternate English Language Proficiency Assessment Criteria
	The student has an Individualized Education Program (IEP) and is currently identified as Limited English Proficient (LEP). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	For grades 3 – 10, the student takes the Alaska Alternate Assessment instead of the Alaska Measures of Progress (AMP) Assessment.
	The student demonstrates deficits in adaptive behavior/skills that adversely impacts the student's educational performance and prevents completion of the standard academic curricula that leads to a diploma.
	The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	Objectives written for the student in the designated content area are less complex than the Alaska English/Language Arts and Math Standards, making the regular ELP assessment, even with accommodations, inappropriate for this student..
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test.
	The decision to participate in the Alternate ELP assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment, the student displays disruptive behaviors or experiences emotional duress during testing.

Alaska Policy for Administration of the Alternate ELP Assessment

- It is strongly recommended that districts designate a contact person to oversee the alternate ELP assessment and to work closely with special education staff to meet the testing needs of these students.
- It is strongly recommended that certified teachers administer the alternate ELP assessment.
- The alternate ELP assessment is designed only for **current LEP students** with significant cognitive disabilities.
- The IEP team will determine if the student will take the alternate or regular ELP assessment. For students in grades 3-8, the students must also be taking the Alaska Alternate Assessment (content assessment) instead of the Alaska Measures of Progress (AMP). For students in grades 1, 2, 11 & 12 who do not take the AMP, the IEP team makes the decision about the alternate ELP assessment using the checklist above.
- Test administrators must be certified online annually to administer this assessment.
- Online training is available on this website at http://www.wida.us/assessment/alternateaccess.aspx.
- **The alternate ELP assessment does not address Proficiency levels 4, 5, or 6; therefore, a student cannot exit LEP status as 'Proficient' on this assessment.**

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics. Results are only given at the state-level; no school or student results are provided. Only students with disabilities who participate in the Alaska Alternate Assessment based on alternate achievement standards will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or limited English proficiency as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English language learners. The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most English language learners (ELL) will be included on the NAEP. Only English language learners who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other English language learners should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found at http://education.alaska.gov/tls/assessment/naep.html. If you have questions about the NAEP accommodations, please contact the NAEP State Coordinator at 907-465-8729.

College- and Career-Readiness Assessments

Alaska House Bill 278, or The Education Act, requires all students to take a college-readiness or career-readiness assessment (CCRA) to earn a high school diploma in addition to meeting all local and state credit requirements. The approved college-readiness assessments are the ACT and the SAT; the approved career-readiness assessment is WorkKeys.

As stated in 4 AAC 06.717, the Department of Education & Early Development (EED) will pay for one administration of one assessment for every grade 11 student. Grade 12 students who did not have the opportunity to take the assessment in grade 11 may also have one paid administration.

Districts must administer the career-readiness assessment and one or both of the college-readiness assessments. Students are only required to take **one** CCRA; students choose between the career-readiness assessment (WorkKeys) and the provided college-readiness assessment(s) (ACT and/or SAT). The assessments must be provided on school days in session; provisions for taking the test on a National Test Day are also available.

WorkKeys, ACT, and SAT assessments each have distinct registration, administration, and accommodation policies as determined by the testing company. Educators are encouraged to refer to the assessment website for the most up-to-date information.

SAT Assessment

Developed by the College Board, the SAT is a national college admission test that provides college-readiness information to students, families and colleges. The SAT is an aptitude test which assesses reasoning and verbal abilities. Students are required to take the three sections in the SAT: Mathematics, Critical Reading, and Writing. The writing section includes an essay.

Mathematics	Total of 70 minutes: one 20 minute multiple choice and student produced response, two 25 minute multiple choice, and one 20 minute multiple choice section.	The questions require students to apply mathematical concepts and to use data literacy skills in interpreting tables, charts, and graphs. They cover skills in four major areas: • Numbers and operations • Algebra and functions • Geometry and measurement • Data analysis, statistics, and probability
Critical Reading	Total of 70 minutes: two 25-minute and one 20-minute multiple choice sections.	The critical reading questions are all multiple choice. They can have one of two formats: • Sentence completion • Passage-based reading with long and short excerpts from works in natural sciences, humanities, social sciences, and literary fiction The questions assess students' reading skills, such as: • Identifying main and supporting ideas • Determining the meaning of words in context • Understanding the authors' purpose • Understanding the structure and function of sentences
Writing	Total of 60 minutes: 25 minute essay, 25 minute and 10 minute multiple choice sections.	The writing section consists of two types of questions: • An essay • Multiple-choice questions The multiple-choice questions ask students to: • Recognize sentence errors • Choose the best version of a piece of writing • Improve paragraphs

SAT Accommodations Policy

If a student has a documented disability, the student may be eligible for accommodations on SAT tests. Specific information is available from the test vendor. Students are required to apply and provide required documentation**.** The College Board's request process can take up to seven weeks. Documentation of the student's disability and need for specific accommodations is required and submitted for College Board review. Further information about the approval process is available at https://www.collegeboard.org/students-with-disabilities.

American College Testing (ACT)

The ACT is a national college admissions test that provides college-readiness information to students, families, and post-secondary institutions. There are five required subtests: English, Mathematics, Reading, Science, and an optional Writing test.

English	75 questions	45 minutes	Measures standard written English and rhetorical skills.
Mathematics	60 questions	60 minutes	Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.
Reading	40 questions	35 minutes	Measures reading comprehension.
Science	40 questions	35 minutes	Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.
Writing Test	1 prompt	30 minutes	Measures writing skills emphasized in high school English classes and in entry-level college composition courses.

Accommodations Allowed for the ACT

ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations. Further details are available at http://www.actstudent.org/regist/disab/policy.html.

If a student currently receives accommodations in school due to a professionally diagnosed and documented disability, documentation must be submitted to ACT to request accommodations.

The ACT and ACT Plus Writing are offered only in English. Accommodations (including extended time) are not available solely on the basis of limited English proficiency.

WorkKeys Assessment

WorkKeys is a career skills assessment. The three assessments given to students consist of Applied Mathematics, Locating Information, and Reading for Information.

Applied Mathematics	33 items 55 minutes (WorkKeys Internet Version) 45 minutes (Paper-and-pencil)	This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. A formula sheet that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through.
Locating Information	38 items 55 minutes (WorkKeys Internet Version) 45 minutes (Paper-and-pencil)	The L*ocating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics. The skill people use when they locate, synthesize, and use information from workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges is a basic skill required in today's workforce.
Reading for Information	33 items 55 minutes (WorkKeys Internet Version) 45 minutes (Paper-and-pencil)	The *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. *Reading for Information* materials do not include information that is presented graphically, such as in charts, forms, or blueprints.

Allowable Accommodations for WorkKeys

The Department of Education & Early Development has developed a separate document to assist school districts with selecting accommodations for students with disabilities and identified LEP students prior to testing with WorkKeys. ACT has provided guidance in the *ACT WorkKeys Supervisor's Manual for State Testing-Special Testing*. This additional supplement should only be used when selecting accommodations for students with disabilities and identified limited English proficient students for WorkKeys testing. The *Alaska Supplement for WorkKeys Assessment, June 2014* can be found at http://education.alaska.gov/tls/assessment/ccra.html.

IEP, 504, and LEP teams should become familiar with the column headings in the tables below during the selection process. Both Internet Testing and Paper/Pencil Event Testing administration are represented. The letter "I" for Internet Testing and/or "P" for Paper/Pencil Event Testing is printed in the WorkKeys-Eligible and/or State-Allowable columns indicating the accommodation is allowed. WorkKeys reportable scores and National Career Readiness Certificates (NCRCs) will be issued for students using the accommodation if it is marked in the appropriate column. The NCRC is contingent on the student's level score. A blank in any column indicates not allowable or consequences apply. **Both WorkKeys-eligible and state-allowable accommodations must be administered according to the special criteria noted on the tables and *WorkKeys Supervisor's Manual for State Testing- Special Testing*.**

Note: Manipulatives for WorkKeys tests are not eligible accommodations. Other accommodations in the tables that are grayed out are not allowable or applicable accommodations for WorkKeys, and if used may invalidate the assessment.

Accommodations for Students with Disabilities for WorkKeys

Applies to students on an IEP/504 and Transitory Impairment Plans

Table 14

Accommodation	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Timing/Scheduling					
Allowing frequent breaks during testing.	I/P	I/P	▬	▬	• Only individual testing • Internet Testing - Only between Assessments- no stop-the-clock breaks • Paper/Pencil Event Testing use codes for stop the clock breaks. • Must use accommodated form only
Allowing additional testing time.	I/P	I/P	▬	▬	• Only individual/small cluster testing • Must use accommodated form only
Administering at a time of the day most beneficial to the student.	I/P	I/P	▬	▬	• May be administered at any time during school day • Must use accommodated form only
Administering the test over several days completing the testing on or before the last day of the test window.					
SETTING					
Administering the test individually in a separate location.	I/P	I/P	▬	▬	
Administering the test to a small group in a separate location.	I/P	I/P	▬	▬	
Providing special lighting.	I/P	I/P	▬	▬	
Providing adaptive or special furniture.	I/P	I/P	▬	▬	
Providing special acoustics.	I/P	I/P	▬	▬	
Administering the test in locations with minimal distractions (e.g., small group, study carrel, or individually).	I/P	I/P	▬	▬	• Study carrel must be observable • Room supervisor must be able to view student and work area at all times
Using a communication device such as auditory amplification to give directions.	I/P	I/P	▬	▬	
Using a specific test proctor (e.g. examinee's regular or special education teacher).	I/P	I/P	▬	▬	• Proctor must meet all ACT, Inc.'s staffing requirements in *Supervisor's Manual*
Preferential seating.	I/P	I/P	▬	▬	
Support of physical position of student by increasing or decreasing opportunity for movement.	I/P	I/P	▬	▬	
Using a checklist to remind student of tasks to be completed.	I/P	I/P	▬	▬	
PRESENTATION: Test Directions					
Using the Braille edition or large-type (20 font) edition, which are provided by the test contractor.	P	P	▬	▬	• Must use accommodated form only
Signing the verbal instructions to the student.	P	P	▬	▬	• May use American Sign Language or Exact English Signing
Allowing student to ask for clarifications on test directions.	P	P	▬	▬	

I = Internet Testing
P = Paper/pencil Event Testing
▬ = allowable
Gray indicates not allowable

Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Clarifying directions by having student restate them.	P	P	▪	▪	
Reading, and re-reading if requested, embedded directions.	P	P	▪	▪	• Only individual/small cluster testing
Providing written version of verbal instructions.	P	P	▪	▪	
Presenting directions through use of projection equipment.	P	P	▪	▪	
Providing highlighted words in embedded directions.	P	P	▪	▪	
Writing helpful verbs from the directions on the board, or on a separate piece of paper.	P	P	▪	▪	
PRESENTATION: Test Items					
Reading or signing math, science, and/or writing items on the state required assessments to student. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	▪	▪	• Only individual testing • All signing must be Exact English Signing only • Must use/order Reader Script • All WorkKeys tests may be read or signed aloud • Must use accommodated form only
Using test contractor signing DVD.					• DVD does not exist
Using test contractor audio version.	P	P	▪	▪	• Refer to *Supervisor's Manual* • Must use/order Audio DVD • Must use accommodated form only
Reading or signing multi-step math, science, or writing test items one step at a time. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	▪	▪	• Only individual testing • All signing must be Exact English Signing (American Sign Language will result in state allowable scores only) • Must use/order Reader Script • All WorkKeys tests may be read or signed aloud • Must use accommodated form only
Assisting student in tracking or sequencing test items.	I/P	I/P	▪	▪	
Providing detailed monitoring to ensure student marks responses in correct answer area.	P	P	▪	▪	
Turning pages for student.	P	P	▪	▪	
Masking portions of the test to direct attention to uncovered items.	P	P	▪	▪	
Using color screens to direct attention to specific sections on a page.	P	P	▪	▪	
Allow student to highlight words except in answer document area.	P	P	▪	▪	
PRESENTATION: Use of Assistive Devices/Supports					
Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions.	I/P	I/P	▪	▪	• Refer to *Supervisor's Manual* for list of approved calculators
Using visual magnification devices.	I/P	I/P	▪	▪	
Using templates to reduce visible print.	P	P	▪	▪	

Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Using auditory amplification device, hearing aid, or noise buffers.	I/P	I/P	■	■	
Securing papers to work area with tapes/magnets.	I/P	I/P	■	■	• Tape or other adhesive on the answer document will make the test unscorable
Using a device to screen out extraneous sounds (does not include music devices).	I/P	I/P	■	■	
Using adaptive equipment to deliver test (requires consultation with the department for security reasons).	P	P	■	■	
Using masks or markers to maintain place.	P	P	■	■	
Using special pen or pencil such as felt-tip marker or ink pen.	I/P	I/P	■	■	• Responses must be transcribed
Using an adaptive keyboard.	I/P	I/P	■	■	
Using math manipulatives.		I/P			• Only individual/small group testing • Must use accommodated form only
RESPONSE: Test Format					
Using graph paper.	I/P	I/P	■	■	
Allowing students to mark responses in test booklet if test employs a separate answer sheet.	P	P	■	■	
Providing student with additional room for writing response.	P	P	■	■	
Using color visual overlays.	I/P	I/P	■	■	
Using ruler or object to maintain place in test.	I/P	I/P	■	■	
Using shield to reduce glare.	I/P	I/P	■	■	
RESPONSE: Use of Assistive Devices/Supports					
Allowing student to tape response for later verbatim transcription.	P	P	■	■	• Only individual testing • Must use accommodated form only • Responses must be transcribed
Using computer without spell or grammar Checker.	P	P	■	■	• Must use accommodated form only • Responses must be transcribed
Dictating to a scribe for all tests.	I/P	I/P	■	■	• Only individual testing • If extended time applies, order an accommodated form • Reference scribe procedures in the *Participation Guidelines*
Allowing alternative responses such as oral, sign, typed, pointing.	I/P	I/P	■	■	• Only individual testing • If extended time applies, order an accommodated form • Reference scribe procedures in the *Participation Guidelines*
Using a Brailler.	P	P	■	■	• Must use accommodated form only • Responses must be transcribed
Using a specially-designed #2 pencil.	I/P	I/P	■	■	

I = Internet Testing
P = Paper/pencil Event Testing
■ = allowable
Gray indicates not allowable

Accommodations for LEP Students for WorkKeys

Table 15

State-Allowable Accommodations		WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Direct Linguistic Support Accommodations						
Ref Materials	Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable.	I/P	I/P	▪	▪	
Test Directions	In English or the native language: • provide written version of written/oral **test directions** • read aloud and/or repeat written and/or oral test directions • read aloud and/or repeat **embedded** test directions • **clarify**/explain test directions	P	I/P	▪	▪	• Only individual/small cluster testing
Test Items	Read aloud, and repeat if requested: writing, math, and/or science **test items** in English		P			• Only individual testing • Must use accommodated form only • Must use/order a Reader Script
	Provide test contractor audio version.		P			• Refer the *Supervisor's Manual* • Must use/order Audio DVD • Must use accommodated form only
	Provide the native language word for an unknown word in a test item, when requested by student.		P			
	Allow the student to respond orally to constructed response items.					• Constructed response items do not exist on WorkKeys
Indirect Linguistic Support Accommodations						
Timing	Provide extended time.		I/P			• Only individual/small group testing • Must use accommodated form only
	Provide scheduled breaks as needed during testing.		I/P			• Only individual testing • Internet Testing - Only between Assessments- no stop-the-clock breaks • Paper/Pencil Event Testing use codes for stop the clock breaks. • Must use accommodated form only
	Flexible Schedule: Administer the test over several days.					• Refer to page 6 of the *Supplement*
Test Administration Practices						
	Administer the test individually.	I/P	I/P	▪	▪	
	Administer the test to small groups in a separate location.	I/P	I/P	▪	▪	

I = Internet Testing
P = Paper/pencil Event Testing
▪ = allowable
Gray indicates not allowable

Appendix A: Allowable Accommodations for Assessments

The accommodations appendix is not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. To determine whether an adaptation not found in this table or the appendix is an accommodation or modification, refer to the procedure outlined in the *Introduction to Participation in Assessments and Student Supports* section of this document.

Additional Accommodations Allowed for AMP Computer-Based Assessment:

- Frequent or additional breaks
- Providing special lighting
- Preferential seating
- Support of physical position of student by increasing or decreasing opportunity for movement
- Using a student-generated checklist as a reminder of tasks to be completed

Additional Accommodations allowed for AMP Paper/Pencil Administration:

- Preferential seating
- Support of physical position of student by increasing or decreasing opportunity for movement
- Presenting directions through the use of projection equipment
- Turning pages for student
- Extended testing time
- Administering at a time of day most beneficial to the student
- Providing special lighting
- Using a device to screen out extraneous sounds (does not include music devices)
- Using adaptive equipment to deliver test (consult with the department for security reasons)
- Using an adaptive keyboard or computer with all other programs and features turned off
- Using color visual overlays
- Using shield to reduce glare
- Dictating to a scribe
- Using a Brailler
- Providing highlighted words in embedded directions
- Write helpful verbs from the directions on the board or a separate piece of paper

Additional Accommodations allowed for the Alaska Science SBA Paper/Pencil Administration:

- Using a specific test proctor or test administrator
- Support of physical position of student by increasing or decreasing opportunity for movement
- Presenting directions through the use of projection equipment
- Assisting student in tracking or sequencing test items
- Turning pages for student
- Extended testing time
- Using color screens to direct attention to specific sections on a page
- Securing papers to work area with tapes/magnets etc.
- Using a device to screen out extraneous sounds (does not include music devices)
- Using adaptive equipment to deliver test (consult with the department for security reasons)
- Using masks or markers to maintain place
- Using special pen or pencil such as felt-tip marker (student responses must be transcribed)
- Using an adaptive keyboard or computer with all other programs and features turned off
- Using color visual overlays
- Using shield to reduce glare
- Allowing student to record response for later verbatim transcription
- Dictating to a scribe
- Allowing alternative responses such as oral, signed, typed, pointing, etc. (student responses must be transcribed)
- Using a Brailler

Appendix B: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed for testing. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELLs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets
- Use of a calculator on items where it is not permitted
- Proctors providing synonyms for unknown words

Appendix C: Acronyms and Definitions

AA – Alternate Assessment

AA-AAS – Alaska Alternate Assessment based on **ALTERNATE** Achievement Standards for **NON**-diploma track students

ACT – American College Test

ADA – Americans with Disabilities Act of 2008

AMP – Alaska Measures of Progress, Alaska's assessment that is designed to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards

CBA – Computer-based Assessment

CCRA – College and Career-Readiness Assessments

COA – Certificate of Achievement, a certificate for students on an alternate assessment or who are unable to fulfill all requirements to receive a diploma

DLM – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities

EED – Education and Early Development (Alaska State Department of Education and Early Development)

ELA/Mathematics – English Language Arts and Mathematics Standards

ELLs – English language learners

ELP – English language proficiency assessment

ESEA – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education

ESER – Evaluation Summary and Eligibility Report, a special education eligibility report

FC – First Contact survey, an initial placement survey for the computer-based Alternate Assessment

IDEA – Individuals with Disabilities Education Improvement Act of 2004

IEP – Individualized Education Program, individualized education plans for students with disabilities

LEP – Limited English proficient, a formally identified English language learner

NAEP – National Assessment of Educational Progress, a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics

NAGB – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment

NCES – National Center for Education

NCLB – No Child Left Behind Act of 2001

NCRC – National Career Readiness Certificates, a WorkKeys certificate documenting a student's level of career readiness

PLAAFP – Present Levels of Academic Achievement and Functional Performance, a section within the IEP that documents the student's academic and functional skills and knowledge

PNP – Personal Needs and Preferences, student supports that are selected in a computer-based assessment system prior to testing

SAT – A college-readiness assessment

SBA – Standards-Based Assessment